

CHAPTER I

INTRODUCTION

1.1 Backgrounds

Language is an ability possessed by humans as a means of communication to convey thoughts and feelings in verbal, written or symbolic form. With language a person can carry out social interaction activities with other people. According by Keraf (2004) in Fitrianti (2019:1) that interaction in all kinds of activities will be paralyzed without language. Therefore, it can be concluded that language has an important role in social life.

Language is unique and universal for every human being, because wherever humans come from, they must have language. Talking about language, it cannot be separated from something that needs to be discussed, namely how to acquire a language. Language acquisition is a process by which a person can understand, produce and use language as a medium for communication. In line with this, Dewi *et.al* (2020) in Fauzia (2020: 21) say that language has an important aspect in the life and development of children.

Language acquisition can take the form of acquiring mother language, a second language or a third language. According to Chaer (2003) in Rahayu (2022: 109) language acquisition is a process that takes place in a child's brain when the child acquires his first language or mother tongue. The term language acquisition is different from learning, Latip

(2015:15) language acquisition is referred to as the process of mastering language which is carried out by children naturally when they learn their mother tongue, the process when they begin to be familiar with communicating with their environment verbally is what is called language acquisition.

Galinkoff (1983) in Yanti (2016: 133) argues that, there are two definitions of language acquisition, the first is that language acquisition has a sudden beginning, while the second definition says that language acquisition has a gradual beginning which arises from motoric achievements, social, and cognitive pralinguistics.

From three theories above, it can be concluded that language acquisition is a process a child acquires language starting from hearing and observing the language around him unintentionally through motor achievements, social and cognitive. As regards with this, it is also reinforced by the views of three American psychologists, each of whom has an opinion regarding language acquisition according to their own views.

Talking about phonology, there are two aspects that will be discussed, namely phonetics and phonemics. These two aspects are related each other so they cannot be separated. Phonetics is a field of linguistics that studies the sounds of language without paying attention to their function as differentiators of meaning or not. Meanwhile, phonemics is a part of linguistics that studies the sounds of certain languages, paying

attention to differences in meaning. In first language acquisition there is a phonological process which discusses phonological deviations. In children of this age there are usually still phonological deviations. Yulianto (2007:125) explains that there are phonological deviations in Indonesian, including replacement patterns, deletion patterns, assimilation patterns and reduplication patterns.

Language acquisition in children can be influenced by biological factors in a child's body. Children will experience language skills according to their development. This ability is closely related to a child's listening ability, environment and speech apparatus. Apart from that, the development of language acquisition in each child is also different even though they are at the same age, sometimes a child often experiences problems in pronouncing language sounds, for example omissions, changes and releases in the pronunciation of words. Apart from biological factors, there are environmental and cognitive factors which also influence language acquisition in children.

Therefore, language acquisition in the realm of phonology is interesting to study because without phonology human communication cannot run smoothly or perfectly without. The interest of researcher in studying language acquisition of children in the phonological aspect is due to the fact that a sound uttered by a child is genetic, meaning that the sound that appears sometimes cannot be measured by years and months on the calendar because the biological development of each human being

is not the same. Therefore, language acquisition in children, especially in the phonological aspect, is a challenge for researcher to study in depth about on how language acquisition in children is seen from the phonological aspect and the factors that influence language acquisition in children through the title “ ***Language Acquisition Of Children Aged 2-5 Years in Bobane Indah Village West Patani subdistrict” (Phonological study)***

1.2 Statement Of The Problem

By paying attention to the background description presented above, the problems that will be discussed in this research are as follows:

1.2.1 How are consonants and vowels acquired in children aged 2-5 years?

1.2.2 What are the factors that influence language acquisition in children aged 2-5 years?

1.3 Scope Of The Study

This research only focuses on finding the consonant out and vowels are acquired of children aged 2-5 years who have multilingual parent backgrounds and what factors influence language acquisition of children in Bobane Indah Village, West Patani subdistrict in terms of the phonological Aspect.

1.4 Objectives Of The Research

Objectives of the research as follow:

1.4.1 To describe the acquisition of consonants and vowels in children aged 2-5 years.

1.4.2 To describe the factors that influence language acquisition in children aged 2-5 years.

1.5 Significance Of The Research

It is hoped that this research will provide benefits not only for the researcher herself, but also for all parties. The expected significance of this research are as follows.

1.5.1 Theoretical Significance

This section will explain the theoretical significance of the research conducted by the researcher as follows:

1. For researcher, this research increases knowledge and experience regarding language acquisition of children.
2. Can add references of language acquisition in children in the field of phonology at the Khairun University library
3. Can increase students' knowledge of English literature, especially those taking a linguistic concentration.

1.5.2. Practical Significances

The practical significance of this research are as follows:

1. Used as a reference by further researchers who concentrate in the field of linguistics, especially phonological aspects.
2. Used by teachers, especially kindergarten teachers as teaching materials of language acquisition in children, therefore children can learn to pronounce the correct sounds.
3. As documentation for readers, such as students, teachers and parents to conduct language founding and development, therefore they can improve language acquisition in children.

1.6 Literature Review

This research has relevance to other research, the first is the research conducted by Putri (2022), she comes from Singaperbangsa University Karawang, with the title “ ***Analisis pemerolehan bahasa pada anak usia Tiga puluh tiga bulan***”. This research aims to determine language acquisition in children at the phonological level, the average length of utterances (Mean Length of Utterance proposed by Brown), and the causes of language barriers in children. The method used in this research is a qualitative descriptive method. The results of the research showed that the subjects not only had difficulty pronouncing the letters /r/ to //, but also many letters were difficult to pronounce. The average length of utterance is 2.1 (level 3 category), which is three times lower than children of the same age. Factors that cause pronunciation errors are caused by the influence of a family environment that does not pay enough attention to children's language acquisition.

Previous similarities with the research to be conducted is that they both examine children's language acquisition in the phonological aspect. Previous research used the average length of utterance (Mean Length of Utterance by Brown) to see the phonological level in children. while the differences between previous studies lie in the subjects and research locations. Apart from that, this research will be conducted on children who have multilingual parental backgrounds.

The second research was conducted by three students, one of whom was Fauziah (2020), she came from the early childhood education study program, faculty of teaching and educational sciences, Syiah Kuala University, with the "***Analisis pemerolehan bahasa ibu pada anak usia dini di Gampong Maunasah Papeun Aceh Besar***". The aim of the research is to analyze the acquisition of mother tongue in young children living in Gampong Meunasah Papeun, Aceh Besar Regency. This study uses a qualitative method. The results of her research show that Acehnese, as the mother tongue of children, has been used to it in the family for a long time. Parents and the play environment provide examples and support for children. Acquisition of the Acehnese language in children in phonological studies shows that the articulation of the language in children sometimes still does not match the actual sound of the words. In the syntax study, the child appeared to be speaking complete sentences in Acehnese, but sometimes experienced distortion problems. In the

semantic study, children know the meaning of vocabulary and sentences in Acehnese, except for Acehnese which children rarely hear.

The similarity between previous research and the research to be conducted is that they both examine language acquisition in children, and the methods used. Meanwhile, the difference with the research that will be carried out is the research subject, in this study the researcher looked at children who had multilingual parental backgrounds.

The next research was carried out by Latip (2015), he came from the teaching and education faculty, Indonesian Language and Literature study program, and the region. His research with the title “ ***Analisis Pemerolehan Bahasa Pada Anak Usia 2-3 Tahun Di Desa Ungga, Kecamatan Praya Barat Daya Lombok Tengah***” uses Phonology and Lexicon Studies. The research is case study research which produces descriptive data. The aim of the research is to describe language mastery in children aged 2-3 years. The results of the research found that several consonant phonemes were still difficult for the research subjects to pronounce, namely not being able to pronounce the apicoalveolar /r/ and lamino alveolar /z/, not being able to differentiate between bilabial /p/, labiodental /f/ and labiodental /v/ and it was found replacement for these difficult phonemes, for example in the word [Mataram] which is pronounced /Matayam/; [jiji] which should be /Zizi/; Acquiring the lexicon as a language mastery is not only tied to the ability to pronounce or pronounce a word but also the child's ability to associate the type and

meaning of the word. The criteria considered are that the child is able to produce forms that are close in sound to adult forms and can associate the form with meaning consistently.

The similarity between previous research and the research to be conducted is that they both examine language acquisition in children in the phonological aspect, and the methods used in the research. Meanwhile, the difference with the research that will be carried out is the research subject, in this study the researcher looked at children who had multilingual parental backgrounds.

1.7 Theoretical Base

1.7.1 Language Acquisition

The term language acquisition is different from learning. Learning, it is the process is carried out formally, is by learning a second and third language. While the process of people learning to master their mother tongue is called acquisition. According to Kushartati (2005) in Rosita (2017: 8) that language acquisition is a developmental process that occurs in a person from birth.

Galinkoff (1983) in Yanti (2016: 133) said that there are two meanings that need to be understood about language acquisition. The first is language acquisition has a sudden beginning, while the second meaning is that language acquisition has a gradual beginning that arises from prelinguistic motor, social and cognitive achievements.

Stork and Widdowson (1974) in Sundari (2018:55) explain that language acquisition is a process by which children achieve fluency in their mother tongue. A similar definition was also put forward by Chaer (2003) in Rosita (2017: 8) that language acquisition is a process that takes place in children when they acquire their first language or mother tongue. Language acquisition is usually distinguished from learning.

From some of the opinions above, it can be concluded that language acquisition is a process by which a child acquires his first language. The theory used in this research is the theory by Galinkoff.

1.7.2 Language Acquisition In Children

The process of children begin to know how to communicate with their environment verbally is called children's language acquisition. First language acquisition occurs in children if a child starts without a language and then the child acquires one language. In Rosita (2017:9) explain that Language acquisition in children can be said to be characterized by continuity, having a continuum, which moves from simple one-word utterances to more complex ones.

The development of language acquisition as expressed by Ingram in Kushartanti (2005) quoted by Latip (2015:16) is divided into three, namely diary period, large sample period, longitudinal period. In this method, parents keep a diary whose contents are a record of the child's language development, which is often called a "baby biography". Ingram(1989) in

Irawati (2022: 212) also said that language acquisition in children can be produced naturally.

In line with this, there are three theories that talking about language development. These three theories come from American psychologists.

Chaer (2009) In Tiyas (2020:13) explains that there are two controversial views put forward by American experts, namely the nativism view which argues that children's language acquisition is natural. Chomsky, said that humans are born already given a language acquisition tool (LAD). This apparatus is considered a physiological part of the brain specialized for language acquisition. In addition, this theory argues that language is too complex and complicated that it is impossible to learn it in a short time through imitation.

The second view is from behaviorism pioneered by Skinner. behaviorism believes that language mastery in children is nurturing, which means that children's ability to speak and understand language is due to stimulation from outside themselves, namely the environment. A similar thing was also conveyed by Cosoter and Reutzel (2004) in Devaki (2021:39), that the language acquisition process for a child is similar to other behavioral learning processes. Children learn oral language through imitation, rewards and practice from other human role models. Human role models in children's environment provide stimulation and rewards. The third view emerged in Europe from Jean Piaget who argued that language

mastery is an ability that comes from cognitive maturation, therefore his view is called cognitivism.

The development and language acquisition as well as the acquisition of sounds, will always go through stages. As in Firianti (2017:17) explains that will always go through stages, as does sound acquisition. In the process of acquiring sounds, children's abilities move from making sounds to making meaning. The period for making distinctions between two sounds can be recognized during the first year, namely the first period of vocalization and prameraban, second is the meraban period.

Children's language is sometimes difficult to translate, because children generally still use chaotic language and are still experiencing a transition period in speaking, so the language spoken by children is difficult for speech partners to understand and also tends to involve incorrect pronunciation of phonemes. Phonological acquisition in children includes the child's ability to produce language sounds in the form of vowels and consonants even though the sounds are not yet perfect.

1.7.3 Phonology

According to Chaer in his book entitled " Linguistics Umum " (2012: 102) phonology is a field of linguistics that studies, analyzes and discusses sequences of language sounds. Etymologically, phonology comes from two words, namely phon which means "sound" and logi which means "science". Thus it can be concluded that phonology is the study of sound.

In Katamba (1996:1) says that "*Phonology is the branch of linguistics which investigates the ways in which sounds are used systematically in different languages to form words and utterances.*" Verhaar also said the same thing in his book " *Asas-asas linguistik umum (2012: 10)*" that phonology is a field of linguistics that studies functional sounds.

According to Smith (2010) in Mango (2015:22), phonology "is a natural subsection of the study of language and one area of phonological inquiry devoted to studying the acquisition of phonological knowledge by children exposed to primary linguistic data from the surrounding language. And on the other hand, while according to views Yule (2010) in Mango, 2015:22-23), that "Phonology is essentially a description of the systems and patterns of speech sounds in a language." Therefore phonology is the basis of language development."

From the definitions above, it can be concluded that phonology is a branch of linguistics that studies the sounds of language.

Talking about the field of phonology, there are two fields of study that cannot be separated from phonology, namely phonetics and phonemics.

1.7.3.1 Phonetics

Phonetics is a field of linguistics that studies language sounds without paying attention to whether these sounds have a function to differentiate meaning or not (Chaer, 2012: 103). In line with this, in the process of language sounds, phonetics is divided into three parts, namely 1) articulatory phonetics, 2) acoustic phonetics, and 3) auditory phonetics.

According to Marsono (2013) in Fitrianti (2019 :20) argues that among these three phonetics that can be studied in linguistics, only organic phonetics is. Articulatory phonetics, also known as organic phonetics, studies how the mechanisms of human speech organs work to produce language sounds, as well as how these sounds are classified. Chaer (2012:104) explains that in phonetics, the first thing discussed is the human speech apparatus to produce language sounds.

Marsono quoted from Malberg (2013) in Fitrianti (2019: 20) said that "Organic Phonetics or articulatory phonetics is phonetics which studies how the mechanisms of the speech organs in the human body produce language sounds. how language sounds are pronounced and made, and how language sounds are classified based on their articulation. Phonetics has a lot to do with linguistics, so linguists, especially phonetic experts, tend to include it in linguistics. As previously stated above, the only field of phonetics that can be studied by linguists is articulatory phonetics. Thus, in this study the researcher only focuses on articulatory phonetics, because this phonetics examines how the sounds of language are produced. But do not ignore other phonetics.

1.7.3.2 Phonemics

Phonemics are the smallest sound units of language that function to differentiate meaning. The same thing is said in Chaer (2012: 102) that phonemics is a branch of linguistics that studies the sounds of language

by paying attention to the function of these sounds as differentiators of meaning.

According to Muslich (2003) in Fitrianti (2019:26) says that phonemics study the sounds of language that can or function to differentiate the meaning of words. To be clearer, for example in the words <lung> and <new>, this word shows a difference in meaning in these words.

1.7.4 Phonological Processes

Phonological acquisition is one part of language acquisition. Dale (1976) in Yanti (2016: 134) said that there are two factors that can be followed if we want to understand phonological development in children, namely the first is to focus our attention on the set of sounds used by children and on the gradual development of this set of sounds. Then the second is, examining the relationship between a child's speech production and the words they are trying to express.

Talking about the acquisition of phonology or sounds, this begins with the acquisition of basic sounds. As said Jakobson who quoted by Ardiana *et.al* (2000) in Fatmawati (2015: 70) The basic sounds in human speech are /p/,/a/,/i/,/u/,/t/,/c/ and /m/ and so on. As the child gets older, reaching the 1 year stage, he will make other sounds. as in general children's speech which is observed in the field, for example the letter /m/ is combined with the letter /a/ to become the word /mama/, as well as the

letter /p/ combined with the letter /a/ to become the word /papa/. (Latip, 2015:17)

In the field of phonology, phonemes are usually discussed, where phonemes themselves are the smallest functional sounds of language, meaning that a phoneme has a function as a differentiator of meaning. The science that studies phonemes is called phonemics. Phonemes consist of vowels and consonants. What is called a vowel is a speech sound that does not encounter obstacles or resistance when it is expelled from the lungs. Vowels are divided into two parts, namely single vowels and double vowels. Single vowels or in English called monophthongs consist of several phonemes, namely a, I, u, e, o and double vowels or diphthongs which include ai, au, oi. Meanwhile, consonants are speech sounds that are produced from the lungs and experience obstacles when expelled. The letters that include consonant sounds are p, b, m, w, f, v, t, d, n, c, j, k, g, h.

Consonants are usually divided into three criteria, namely the position of the vocal cords, place of articulation and method of articulation. Based on the position of the vocal cords, voiced and voiceless sounds are distinguished. Voiced sounds occur when the vocal cords are only slightly open, resulting in vibrations in the vocal cords. Voiced sounds include /b/, /d/, /g/ and /c/. while the sound is silent if the vocal cords are opened quite wide. So there is no vibration on the vocal cords. Included in voiceless sounds are /s/, /k/, /p/ and /t/ (Chaer, 2012: 117).

Flores (2023:79) says that when children develop correct speech production, they release their phonological processes, so that children's speech is easier to understand. All children demonstrate such phonological processes during speech development. Phonological processes, as described by Bowen (1998) in (Flores, 2023: 79), phonological processes are generally used by children when learning the sound system of adults. He explains that there are ten types, namely, context-sensitive voicing, deletion of words at the end of words, deletion final consonant, velar front, palatal front, consonant harmony, elimination of weak syllables, clutser reduction, elongation and termination.

17.5 Factors Influencing Language Acquisition

1.7.5.1 Biological Factors

Every human being born has been gifted by God with the natural ability to enable him to master language. This natural ability works automatically. What is meant by the abilities that God has given to humans are the brain, hearing organs and speech organs. As statement by Chomsky (1975) in Santrock (1994) quoted by Alfani (2021:6), the potential contained in children's biological devices referred to as language acquisition devices. Thus, the child has a language system consisting of phonology, grammar, vocabulary and pragmatics subsystems, and is used in language. There are three biological devices that determine whether a child can acquire language skills, namely the central nervous system (brain), hearing organs, and speech organs.

The organs in a child's body, both respiratory organs and speech organs, will experience development as the child grows and ages. Irawati (2022:214) explain that to produce appropriate language sounds according to linguistic rules, children must undergo a process of perfecting their speech apparatus. Speech tools are divided into two, namely passive articulators and active articulators. Passive articulators are organs that do not move during sound articulation such as the upper lip, upper teeth and alveolum. The active articulator moves towards the passive articulator to produce various language sounds in various ways. The main active articulators are the tongue, uvula, and mandible, including the lower teeth and lower lip. These speech tools also influence the sound of language.

1.7.5.2 Environmental Factor

In language acquisition, the environment in which the child grows and develops plays a role. From the environment, a child can hear and imitate what he sees and hears, especially in language. The environment in language acquisition consists of two there are the family environment, and the community environment.

The family environment is where the child lives with his parents and those closest to him, because language acquisition and language development in children can not be separated from the stimulus given by parents or family to the child. Therefore, children will learn and hone their vocabulary to be wider than before.

The influence of the community environment where the child acquires the language through interaction with neighbors, etc. As stated by Suardi (2019) in Saputra (2021:3) that the community environment is a place for children to acquire their first language through interactions with their peers and neighbors around the child.

Therefore, a child needs other people to enable language acquisition. When a child is prevented from listening and communicating, this will make it difficult for the child to acquire language.

In line with this, it is reinforced by the view expressed by behaviorists (in Tiyas, 2019: 16) which states that children's ability to speak and understand language is obtained through stimulation from the environment around them. Children are born without any abilities and then children have to learn through conditioning from the environment.

B.F Skinner (1957) in Sumaryanti (2017: 85) explains that the process of acquiring a first language is controlled externally by a child, namely the stimulation provided by the environment. Then, the real ability to communicate is based on the principle of S-R (stimulus-response) relationships and the imitation process.

1.7.5.3 Cognitive Factors

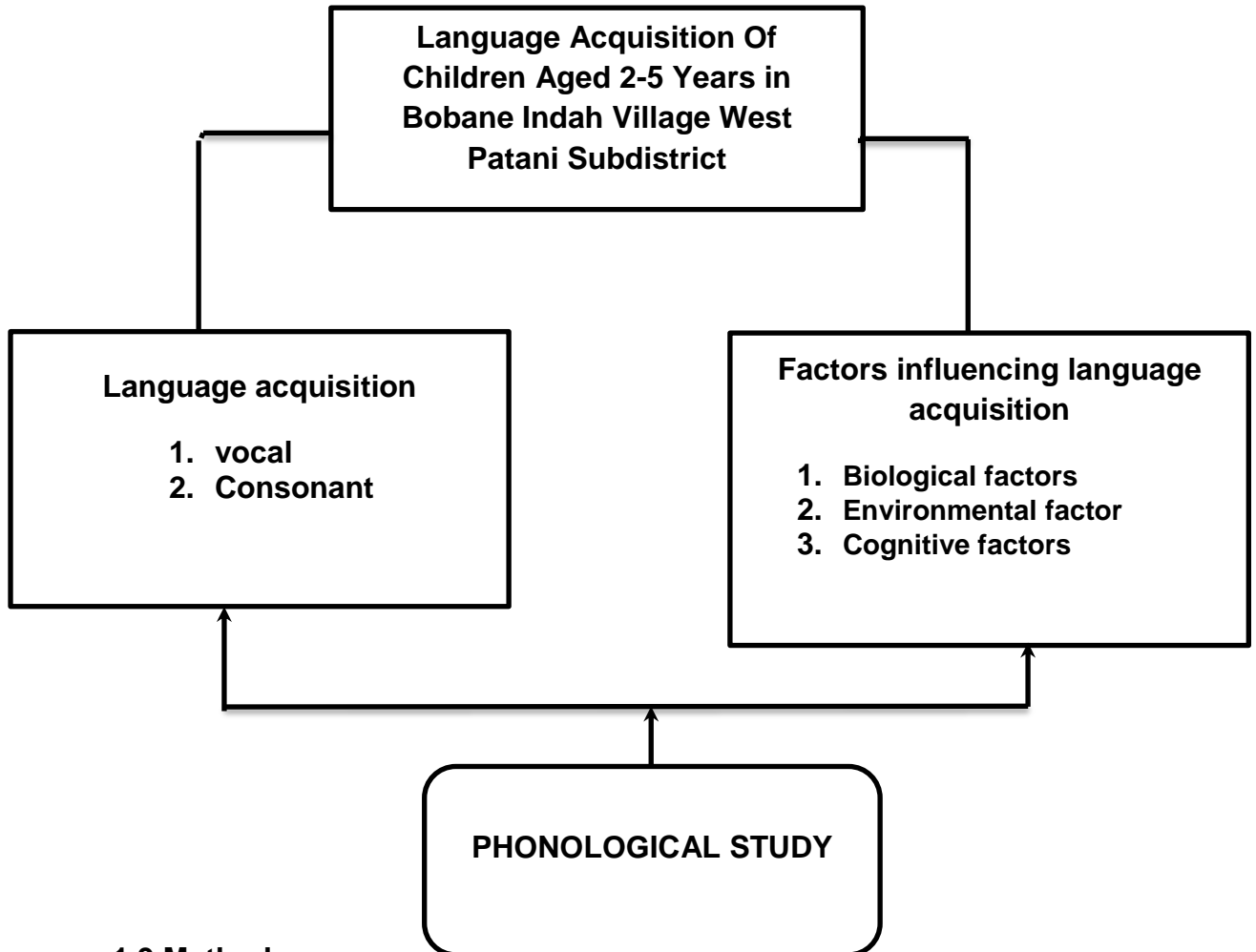
A person's language development progresses along with cognitive development. The two have a complementary relationship. In this case, language development is assisted by cognitive development, as well as cognitive development is assisted by language development. everything is

developed in the sphere of social interaction. Cognitive development is related to the level of a child's thinking ability to process language. Every child has different cognitive abilities and this influences whether a child will learn language sooner or later.

Piaget in Brainerd quoted by Ginn (2006) in Sahril (2014: 5) explains cognitive as something that is closely related to intellectual and an introduction through the expression of thoughts and ideas. This includes cognitive activities, mental activities, remembering, marking, categorizing or classifying, solving problems, creating and imagining.

Lenneberg (2006) in Sahril (2014: 5), revealed that from the age of two years (cognitive maturity) until puberty, the human brain is very flexible, making it possible for a child to easily and quickly acquire his first language. He also continued that the acquisition of natural language after puberty would be avoided by the completion of certain brain functions, especially verbal functions in the left brain. As Piaget, a Cognitivism theorist, (in Sahril, 2014: 5) says that a child and the mind he possesses becomes an active and constructive agent who slowly advances in his own business activities continuously. Every child who grows up acquires a qualitatively different level of thinking which becomes stronger.

1.8 Conceptual Framework



1.9 Methods

1.9.1 Types Of Research

This research using qualitative method with a descriptive approach. The data and the results of the analysis are descriptive in the form of words or sentences, not numbers or coefficients. Meleong in Muhammad (2011) quoted by Firianti (2019:48) define qualitative method as a research procedure that produces descriptive data in the form of words written, spoken words of people or observable behavior.

Sudaryanto in Mariati (2009) quoted by Latip (2015: 29) descriptive approach is an approach in which the type of research is carried out solely based on existing facts or phenomena that empirically live in the speakers, so that what is produced or recorded is in the form of a language description which is usually said to be like a portrait or exposure as it is. In addition, this research is also a field research where researcher go directly to the field to collect data.

This research aims to describe what is seen, heard, and felt, so that information is obtained. Qualitative method with a descriptive approach was chosen by the researcher because this method and approach is in accordance with the focus of the problem being studied, namely language acquisition in children aged 2-5 years with phonological studies. The data is the utterance of children aged 2-5 years. The data collection technique used in this research is participant observation techniques using listening methods which supported by recording and note-taking techniques, interviews, and documentation.

1.9.2 Sources of Data

The data source in this research is a very important factor, because the data source will involve the quality of the research results. There are two sources of data in research as follows primary data and secondary data.

1.9.2.1 Primary Data

Primary data is data collected directly from the main source, namely children aged 2-5 years by researcher through observation.

1.9.2.2 Secondary Data

Secondary data is data collected directly by researcher as support from the first source. The data source in this research was obtained through interviews with parents.

1.9.3 Location

The research entitled "Language Acquisition of Children Aged 2-5 Years" Was Conducted In Bobane Indah Village, West Patani Subdistrict, Central Halmahera district. The total population of Bobane Indah village is 1,315 people, consisting of 673 men and 642 women. The researcher chose this location as the research location because it is the researcher's residence as well as the residence of the research subjects. Even more, this research location can be reached easily, so it is hoped the researcher will not experience difficulties in carrying out observations and in-depth interviews.

1.9.4 Population and sample

1.9.4.1 Population

Population is a group of people who inhabit a certain area or environment. The population in this study were all children aged 2-5 years in Bobane Indah Village, West Patani subdistrict with a population of 63 children consisting of 33 girls and 30 boys.

1.9.4.2 Sample

The sample is a small part of the population that is used as the research object. Sabarguna (2008) in Latip (2015:31), a sample is taking a small part of the whole, starting with developing a concept that focuses on the specified thing. In this study, The children sampled consisted of 4 children they are Neno, 2 years old, Reisa, 3 years 1 month old, Azila, 4 years old, and Fitra, 5 years 1 month old.

No	Amount Gender	Number of children
1	Woman	33
2	Man	30
Total: 63 children		

1.9.5 Techniques of collecting data

Sugiono (2015) in Fitrianti (2019: 51) express data collection techniques are one of the most strategic steps in research, because the main aim of research is to obtain data. Without knowing the data collection techniques, the researcher will not obtain data that meets the specified data standards.

Data collection techniques in this research are as follows:

1.9.5.1 Observation

Before collecting data, the researcher do observations first to look for information related to parents and the subjects to be studied. These

observations were carried out in the community and school environment. Researcher conducted observations for 2 months and 3 days from 28 to 31 August 2023. The observations carried out at school were an additional effort to approach oneself with the subject to be researched through learning and playing activities.

Initially, the researcher was to submit a research letter to the head of village and head of kindergarten school. After receiving research permission, the researcher was requested by the head of school to assist teach in kindergarten of Bobane Indah Village. This method makes it easier for researcher to build closeness, so that it is easy to obtain data.

Then the researcher collected data related to the speech of children aged 2-5 years. In observation, researcher involve listening techniques and recording and note-taking techniques to make data analysis easier.

1.9.5.2.1 Listening Technique

Mahsun (2007) in Latip (2015: 34) it is called the listening technique because the method used to obtain data other than interviews is listening the use of language. The researcher used the skillful listening technique, namely conducted wiretapping by participating in the conversation.

Researcher participated in children's activities when they played with peers in the school environment and at home. In addition, also participate in interactions between children and their families. As explained above, researcher also use listening techniques to listen the language spoken by

children through the learning process at school and at the same time the researcher also involved elicitation techniques to obtain the required data. The children were given easy questions, such as “*what is this picture?*”, “*what color is this?*” and so on. Therefore, from the answers the researcher can obtain the children’s utterance.

1.9.5.1.2 Recording and note-taking techniques

According to Arikunto in Nurwani (2016) quoted by Fitrianti (2016:52) recording techniques are data collection by directly recording the acts of conversation between speaker and greeter with audio media (recording device) for the next time. The recording results are copied in written text form. This technique was used because the researcher focus was on language acquisition of children aged 2-5 years in phonology studies.

To support data collection related to language acquisition in children aged 2-5 years in Bobane Indah Village, researcher utilized note-taking and recording techniques to help make transcription easier. These two techniques are a continuation of previous data collection techniques.

In the data collection process, note-taking techniques were used to transcribe data using instruments in the form of pens and books. Meanwhile, for recording techniques, researcher use instruments such as cellphones.

1.9.5.2 Interview Techniques

Esterberg in Sugiono (2017:231) defines an interview as a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed on a topic. This research uses structured interview techniques and uses interview guidelines that have been completely to collect data. Interviews were conducted by researcher with the children's parents to add data of language acquisition in children aged 2-5 years in phonology studies. Each parent was interviewed for approximately 5-20 minutes with the questions that had been made.

The interview guidelines are as follows

No	Question
1.	What age do children start speaking?
2.	Could the child speak other languages, such as local languages?
3.	If yes, what words can child say?
4.	How do moms and dads introduce or teach language to their children?
5.	How do you introduce or teach language to children?
6.	What was the first word your child spoke?
7.	Are there any letters that the child can not pronounce?
8.	What are the vocabulary words that your child can already pronounce?
9.	What media do you use to increase your child's vocabulary?

10.	Do you often give your child a cell phone as a medium for language acquisition? Does giving a cell phone increase the child's vocabulary?
11.	Does the child have a hearing problem?
12.	Does the child have a problem with the speech organ (tongue)?
13.	Is the child able to understand communication with family, mother/father and others? And can the child respond?
14.	Does the child often imitate the language that the mother/family uses?

1.9.5.3 Documentation

Documentation techniques are techniques used by researcher to take pictures or data related to children's activities in Bobane Indah Village, West Patani subdistrict. To support data collection, researcher used tools in the form of cellphone cameras. The documentation in this study is in the form of speech from children aged 2-5 years who are the subjects of the research.

1.9.6 Technique of Analyzing Data

1. Making transcription

The researcher makes transcription of the data to make easy to analyze. The researcher making transcription the components of language acquisition the children aged 2-5 years In Bobane Indah village which has been collected through observation, listening, recording and note-taking, interviews with parents and documentation

2. Classification

In this technique analyzing data, the researcher make classifying data that was collected before. The data that has been obtained is classified into parts which include the acquisition of consonants and vowels. Classifies the data to support data based on the statement of the problem in the previous chapter.

3. Description

Researcher use phonological study to description the language acquisition of children aged 2-5 years in Bobane Indah village and the factors that influence language acquisition.

4. Conclusion.

The last step in the process is conclusion, the researcher makes a conclusion by the data that was description before